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JOURNAL OF EDUCATION

MAY 15, 1933

Floating Pedagogy

by LEWIS H. CHRISMAN

Ten Marks of a Progressive College — W. S. ANDERSON

Radical departures in higher education

A Young Man Lands a Job — IRL H. DULEBOHN

The singular ordeal of a superintendent

Three Comebacks to McKeever

M. R. KEYWORTH—W. J. O'SHEA—M. E. O'CONNOR

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The present number of the Journal of Education is singularly free from the refrain of economic hamperings and handicaps. Its keynote is triumphant teaching.

• •

The issue starts off with Professor Lewis H. Chrisman's portrayal of "Floating Pedagogy." The article contains various suggestions which should lead to a more gripping type of teaching.

You might suppose Mr. W. D. Varnell's article, "Science Enlivened With a Zoo," had been written to illustrate this more gripping instruction. But not so. The editors asked Principal Wilson New of Boyd Junior for this account of science in his school some weeks before Professor Chrisman's welcome manuscript popped out of the mail bag.

From Dean W. S. Anderson, of Rollins College, comes a snug little summary, "Ten Marks of a Progressive College."

Supt. Irl H. Dulebohn out in Ramsay, Michigan, spins an interesting story, "A Young Man Lands a Job." No doubt the experience is a true one, though it reads like fiction.

Replies to that article about the downtrodden classroom teacher, in our May 1 issue, have been arriving. Even Superintendent O'Shea, of New York City, took time from his busy life to file his protest.

Supt. Samuel Engle Burr — whose pamphlet on Progressive Education is reviewed on our Book Table — writes "Teachers Can Aid in Research," and tells how, specifically.

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JOURNAL OF EDUCATION

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Floating Pedagogy

By LEWIS H. CHRISMAN

West Virginia Wesleyan College

Instruction often drifts like a balloon that has slipped its tether and no longer connects with real life.

SOMEWHAT less than forty years ago three men stood in a cemetery on a hilltop in southeastern Pennsylvania. As they looked down into the valley below them, with its tree-embowered little town in the foreground and its far-flung vista of broad-acred farms with big barns and ivy-mantled stone houses, which had been standing there since the days of William Penn, they were discussing the beauty of the scene. Somewhat in the background, unnoticed by them, a boy was taking in the conversation. He heard one of the men make a remark to the effect that that valley was a part of the Shenandoah Valley. The boy was puzzled. How could the great Chester Valley in Pennsylvania and the Shenandoah Valley of Virginia be the same? Hundreds of miles separated them and for any relation to exist between them was impossible. His conclusion was that the speaker had blundered in making such a statement. Not until years later did he have the chance to see for himself that the limestone valley which stretched out before them that afternoon was what was known farther west as the Conestoga Valley, and still farther west as the Cumberland Valley, and that the latter is the northern section of the Shenandoah Valley.

To have made all this clear to him would have been a splendid opportunity for his geography teacher, but the subject was not

L. H. CHRISMAN

taught that way in those days. The boy had learned definitions galore. He had no trouble whatever in defining a mountain, even if he did visualize it as very closely resembling an Egyptian pyramid. He had a somewhat better idea of an island because his father had farmed a little island in the Schuylkill River, and he used to look across to this enchanted land, which he had never been allowed to visit. True, one of his geography books did have a Pennsylvania section in the back of it, but by the time the class had completed its learning of definitions, capitals and lists of products of all the states of the Union and countries of the world, it had no time for that appended study of the Keystone State. Of course he had been taught that Harrisburg was the capital and that the state produced considerable coal. Because he had been there he knew that Philadelphia was a large city. And he had heard that Pittsburgh was another. He was somewhat interested in it on account of some of the young men of the community having had to go there with Company G to keep order during a strike in the ironworks of a man by the name of Carnegie. But what he had learned about the contiguous world he had acquired not through his geography, but rather in spite of it. Any teaching which ignores the concrete and the near-at-hand is violating a fundamental educational principle. From its very nature teaching must be in terms of the specific. It connects experience with experience. When it does not do this no learning process takes place. The real teacher looks for opportunities to connect the material of the schoolroom with the facts of life with which the student inevitably comes into daily contact. Teaching like charity must begin at home.

REMOTE FROM LIFE

In an article in *The New Republic* Malcolm Cowley indulges in the following reminiscences of his college days: "Sometimes on Sundays I used to wander through the old sections of Beacon Hill and admire the magnificent doorways, built

in the chastest Puritan style with profits from the trade in China tea. Behind some of them now lived Armenians, or Jews; the Old North Church was in an Italian quarter, near the house of Paul Revere, a silversmith. Back Bay had been reclaimed from marshland and covered with mansions during the prosperous years after the Civil War (shoes, uniforms, speculations in government bonds). On Brattle street, in Cambridge, Longfellow's house was open to the public, and I might have visited Brook Farm. All of these things, Emerson, doorways, factory hands and fortunes, the Elective System, the Porcellian Club were bound together in one civilization, but of this I received no hint. I was studying Goethe's 'Dichtung und Wahrheit' and the Elizabethan drama." Here the quarrel is not with the subjects which were studied but with a curriculum so remote from the life seething around it. Although it might be contended that such a detachment from the concrete is unusual, many of us could furnish similar illustrations from our own experience.

DEFINITION OF A VALLEY

In a class in Browning in the University of Wisconsin I sat by the side of a man who near the end of a summer session expressed his surprise on hearing that Madison is the capital of the state. This was neither the fault of Browning nor of the professor teaching the course. It does evidence, however, that a man can travel to a place near the top of the curricular ladder without ever having acquired a reasonably intelligent interest in his environment. If a subject does not impinge upon life somewhere, it has no business in the curriculum. Any studying which does not give us keener insight into the life directly around us is academic frittering. The big scar on the face of a village roughneck is at least as significant as the wart on the nose of the miller in Chaucer's prologue.

One cannot spend many hours in contact with teachers and classes without coming face to face with some glaring examples of placeless pedagogy. Some years ago in company with the superintendent of a large city school system I visited several classrooms. In one of them a class in geography was in session. The recitation had to do with the subject of valleys. When we entered the room the children, in a more or less parrot-like fashion, were indulging in the old-time pastime of reciting definitions. That of a valley was the immediate focus of attention. The superintendent asked how many of them had ever seen a valley. For a moment there was no response. Then one little boy stuck up his hand in a rather tentative fashion. He had been born in Germany, and his parents had told him that he had seen the valley of the Rhine, although he did not remember it. The tragedy of this case of bungling teaching was accentuated by the fact that the very building in which it was perpetrated stood in a valley, a circumstance which could have been pointed out to the class by having them look out of the windows, which in the approved fashion were casting rays of light over the left shoulders of the boys and girls.

EXCEPTIONAL TEACHERS

It is, however, comforting to remember that in the midst of all of this heavy-handed futile mechanic pedagogy there are teachers who know the world around them and find it interesting. There is not the slightest danger of a teacher of this kind failing to galvanize his teaching by connecting it with the life outside of the classroom. After one has had experience in appraising the work of teachers he naturally philosophizes about his own education. He thinks of his own teachers, of those from whom he received nothing and of others who will be vital forces in his intellectual life as long as he lives. In this connection I recall one of Dr. Van Dyke's "unknown teachers," whom thirty years after I would rate as a "great" teacher with a consciousness that I am not misusing a decidedly overworked adjective. He was the superintendent of a small town school system in southeastern Pennsylvania and had to teach those subjects which nobody else on the staff at that particular time could teach. It was surprising the number of subjects which he could teach effectively. History, however, was the field in which he excelled. Especially was he skillful in bringing out the historical associations of our immediate environment. In his later years he took classes upon historic pilgrimages to Valley Forge, Brandywine Battlefield, Independence Hall, and other places of historic interest. In my day distances were too great to allow this method of education to be utilized. Some of us, though, had seen all, or several, of these places. All of us knew that on the stream which flowed behind the schoolhouse a Revolutionary battle had been fought, and we spent more time on that combat than upon others of equal importance. We knew that not so many miles away stood the old stone house which had been the home of General "Mad Anthony" Wayne. A few of us had seen the general's own office containing exactly the same furniture as in the days when he occupied it. Every day we saw the tall taciturn old man who walked slowly down the street with his daughter, and we knew that he was General Wayne's great-grandson. Most of us had been on the grounds at Paoli, where a detachment under Wayne, containing the ancestors of some of us, had been surprised by the British. "Mad Anthony" was a living character to us. Years afterwards when I stood by the monument in western Ohio where the Indians of the old Northwest Territory surrendered to him at Fort Greenville, I felt that I was making a new contact with an

old friend. Ever since those high school days I have not been able to leave unread any new biography of General Wayne. And other contacts made in that particular course have remained with me through the years. I mention one other. In our study of the Battle of Brandywine we naturally learned something about the officers on both sides. Recently, in reading the life of John Randolph of Roanoke by ex-Senator William Cabell Bruce, I noted the name of Randolph's uncle, Colonel Theodoric Bland, whom I immediately remembered as a member of the army at Brandywine. It is very doubtful if this picturesque, many-sided but not especially prominent American would have meant anything to me had it not been for this early contact.

ALL RIVERS FIND THE SEA

Someone will say: "Yes, but we do not teach so much about battles in these days. The tendency of the modern historian is achievements of peace." This is not to be denied. Perhaps my illustrations have been badly chosen. The same truth can be exemplified in other localities and in other fields of knowledge. One could safely proceed on the assumption that every locality has its own historic background, which is not detached from the main movements of history. Other fields of knowledge offer similar opportunities. Illustrations multiply. I know of a high school class in economics which was taking up the subject of transportation. The school was located on the Northwestern Turnpike not very far from the Baltimore and Ohio Railroad. Both of these were studied with interest and profit. In my first teaching position I was rather suddenly catapulted into the teaching of a class in civics. I was a newcomer in the state. Therefore, my first task was to familiarize myself with the political background of my nearer environment. Very seldom does the botanist or the geologist ignore the material right at hand. This explains his frequent success in making his work alive.

In *Sartor Resartus,* Carlyle says: "Any road, this simple Entephul road, will lead you to the end of the world." Education must begin at home, but it does not stop there. The most insignificant streamlet is a part of some great river system, and as the Hebrew wise man expressed it, "All the rivers flow into the sea." In a recent issue of the Harvard Alumni Bulletin Dr. Raphael Demos put a tremendous truth in the epigrammatic sentence, "The aim of a liberal education is to arouse the young man to a keener sense of wonder." The type of teaching which does not inspire the student with a greater insight into his immediate environment is perfunctory, gradgrind and futile. The only teaching approach to any human being is through contact with his previous experience. No teacher can ignore the immediate environment of those whose lives it is his task to broaden and enrich. For anyone the road of educational progress starts where he is.

Ten Marks of a Progressive College

By WINSLOW S. ANDERSON

Dean of Rollins College

Fresh visions of service have constrained certain colleges to adopt new policies and new programs.

HIGHER education in America finds itself today in a critical atmosphere. The college is questioned on all sides; first, by the parents; second, by the students; and third, even by educators themselves. At every turn we hear the cry that the old methods of education have not kept pace with the progress of society. As it is the duty of education to lead, most colleges find themselves in the dilemma of desiring to be progressive and to adopt new methods but fearing to break with the old. A college does not need, necessarily, to break entirely with the old, but it is evident that higher education must adopt more rational methods if it is to achieve its goal.

It seems to me that there are ten factors which should be found in any college that desires to be considered progressive in its outlook and up-to-date.

LIBERAL ENTRANCE RULES

Let us begin with the entrance requirements. It is apparent, if one listens to the high schools, to the parents, and to the students, that college entrance requirements should be liberalized, and that students should be admitted on their personal qualifications. In short, high schools should be permitted to prepare students adequately for college and do so unhampered by rigid and narrow entrance units. This does not mean that all boys and girls of college age should be admitted, but it does mean that the human race is the one product that cannot be standardized, and that to endeavor to put all students through the same mould in preparing them for college, is nothing short of folly.

FLEXIBLE CURRICULUM

The second point refers to the curriculum. Certainly, if we liberalize the entrance requirements, we should liberalize and

un-departmentalize the curriculum. To do this it is not necessary to institute new courses. What is needed is simply to break down the barriers now existing, and make arrangements whereby the student can be permitted to cut across departmental lines in choosing his courses. The idea that knowledge is departmentalized and can be catalogued in pigeon-holes has been outmoded. The new need is to individualize the curriculum.

CLASSROOM PROCEDURE

But freeing entrance requirements and the curriculum is not enough. As a third factor, therefore, the classroom procedure must be liberalized and socialized. Each course should be so outlined that the student would realize the objects to be gained and the projects to be accomplished before he enters the class. And once in the class, the procedure should not be so formal as to destroy the intellectual curiosity and interest of the student. This is perhaps a mechanical feature, but it is so simple in its application as to be obvious to even the casual student of higher education.

GRADES NOT A GOAL

My fourth point is that courses and degrees should no longer be evaluated in terms of grades, points, credits or time. Instead, the accomplishment of a definite project should be the criterion. I fear that many students lose sight of the real objective of college in their mad desire to make high grades, the grade alone becoming the sole end of study. Of course, we need some means of measuring the progress of the student, but to determine this on the accomplishment basis is much better, in my opinion, than on the time table.

SELF-EDUCATION

The next standard of a progressive college is that a college should be interested definitely in the individual. In the words of James Harvey Robinson, "the student should be permitted to participate in his own education." Our colleges and universities have grown so large and have become so highly organized that many of them are nothing more than department stores engaged in selling education. They have ceased to treat the student as a human being. Perhaps we are living in a machine age, but certainly the human machine is still the most important.

TEACHER-PERSONALITY

No college is any stronger than its faculty. And so, as the sixth standard, it seems to me that faculty members should be chosen as much for their personality as for their training. And if the teacher's personality is to be of value to the student, the teaching load of the professor should be regulated not solely in terms of hours, but as well, in terms of the number of students he teaches. No teacher can successfully impart knowledge to 150 or 250 students at the same time; he must have small groups where his personality can be effective.

THE STUDENT'S LEISURE

All of us hear much about leisure but little is said about protecting this leisure. As the seventh factor, I would say that any progressive college should make definite provisions for the leisure of the student. The faculty should not be permitted to steal this leisure by requiring the student to devote long hours of each evening in the study of some assigned subject. If the student is interested, he will use that time to his own advantage, provided the facilities are there, but to drive him to do it is both unhygienic and unwise.

A BALANCED LIFE

While a college is primarily organized for the training of the brain, this training is of little value unless the student is fitted for life. The student must have good health and he must have an appreciation of the finer things of life. My eighth factor is that a progressive college should give as much attention to physical education and to the fine arts as it does to the so-called academic subjects of its curriculum. Students should be trained in certain "individualized" sports, such as golf, tennis, fencing, swimming, etc., so that they may continue them after college and thus be encouraged to preserve their health. Likewise, they should be trained in the fine arts and an appreciation of fine arts as a definite aid to the proper use of leisure time. An educated fool is of little use to society, and I fear that a sound mind in a diseased body is likewise of little value.

THE STUDENT SHOULD PAY

My ninth point concerns the student's pocketbook. I think the time has come for the student to realize that he should pay the complete cost of his education, if he is able to do so. Income from endowments should not be distributed to the entire student body, but should be made available for those who actually need it. Why should the son of a very rich man receive from the endowments of colleges the same proportionate amount as the son of a poor man? College endowments were originally given to aid those people who were training themselves for the learned professions or the professions which were of great value to society, but in which the remuneration was small. The development of higher education and of the large university has altered all this. The progressive college should return to the ideals and aims upon which our early American colleges were founded.

READY FOR CHANGES

As my tenth and last standard, I would point out that the progressive college should be flexible and should realize that it must be in a constant state of flux. College should be considered not only a preparation for life but life itself, and the work of a college should be definitely correlated to life.

Individualization in education, the very heart of the small liberal arts college, is the keynote of the day.

A Young Man Lands a Job

By IRL H. DULEBOHN
Superintendent
Bessemer Township Schools, Michigan

Education in the hinterland is not too standardized. Witness this way of selecting a superintendent.

I MUST tell you about my new job, and how it all happened. The other evening as I was sitting by the fire the door bell rang.

"Telegram for you, sir. Sign here, please!" I accepted the message with the outward nonchalance of the experienced man of the world, but with the inward misgivings of a true rustic who expects all telegrams to bear bad tidings.

"Blankton, Michigan," it said. "Superintendency open. Come at once for interview. Our expense."

I had never heard of the place and a hasty reference to the atlas indicated that Messrs. Rand and McNally considered it unworthy of mention. The educational directory at the University, however, identified Blankton as a village in the upper part of the upper peninsula of Michigan in a lumbering and iron mining section, and indicated that the job might be worth considering. A canvass of my acquaintances at the graduate school netted one individual who had actually lived in that locality.

"Foreigners, mostly," he said. "Rich district, fine schools. Better go. But put on your heavy underwear."

MY FUTURE HOME

I decided to go. The season for job hunting was getting late, and offers were slow in coming in. I needed a job, and an opening was an opening even if it did lead me to the ends of the earth. The train left at five in the evening, but I still had time to pack my pajamas and catch it. There was no time to secure a berth, but I couldn't afford one anyhow. I sat up trying to plan an approach that would impress my prospective board of education with a worth I did not feel and studied my fellow passengers.

The elderly couple across the aisle provided comedy for a time. They like myself were invading unknown territory, presumably to visit a married son or daughter and taking their lares and penates with them. Conspicuous among their possessions were the canary in its cage and two goldfish in a milk bottle. The old people were drowsy from long confinement, and as they stretched out in changing positions one of them upset the milk bottle, freeing the goldfish to flop helplessly among the possessions on the floor. The watchful porter appeared, and a hurried fishing trip ensued. Amid a shower of baby talk from the old lady the slippery pets were finally captured and safely restored again to their proper element. Presently the old couple dozed off, and mingled their snores in a harmonious duet. Later, I, too, lost consciousness, but whether the resultant trio was harmonious or discordant I was not informed.

I awoke just as we were passing into the barren cutover lands of northern Wisconsin. The towns were ramshackle affairs, and the long stretches of poplar and scrub pine in between were devoid of human habitation so far as I could see. "Good Heavens!" I thought. "Is this sort of a place to be my future home?" I wished I had not come and wondered how soon I could get a train back to Chicago. But finally we rolled into Irongrove, which is the metropolis of the district, and I was agreeably surprised to find it much like any other thriving town of fifteen thousand. The streets were well paved, pansies blossomed in well-kept lawns although it was only the first of May. The air was bracing, but springlike. I felt like the naughty boy—

"Who ran away to Scotland
The people for to see.
There he found
That the ground
Was as hard
That a yard
Was as long
That a song
Was as merry
That a cherry
Was as red
That a head
Was as wooden
As in England
And he stood in his shoes and he wondered
And he wondered.
He stood in his shoes and he wondered."

THE TEST IN SMOKING

A businesslike young fellow met me at the station and took my bag and briefcase that I had brought along so I would look like a professor.

"Which hotel?" he inquired. I had no choice as I had never been in the town before. But he took me to the best one, ordered breakfast, inquired after my welfare in general, and did his best to make me feel at ease. For my part, I did my best to conceal my inward trepidation and my rusticity, and to act the part of a cosmopolitan. During breakfast I pumped him dry of information about the country, the job, the people, the board, the teachers, the salaries. He seemed to like it, for he was a good talker, and I listened as if my success depended upon it—which it did to a large extent.

During breakfast we were joined by the county commis-

sioner of schools, who seemed inclined to direct matters and take charge of things. This was entirely to my liking, so I made no protest. On the way out we stopped at the cigar counter. "What cigar do you smoke?" he inquired.

"Smoke?" I thought. "Do school men smoke in this benighted place!" I explained that I didn't use tobacco; that where I came from it was as much as a teacher's job was worth to be seen on the street with a cigar in his mouth, and that consequently I had never formed the habit. They eyed me in some surprise, but concluded that I wasn't lying, so expressing astonishment dropped the subject. We got into a car and set out to visit the schools of the district, look over details of the job, and meet members of the board.

A SIGHTSEEING TOUR

On the tour of the schools which followed we religiously entered every classroom and were introduced to Miss So-and-So and Miss Such-and-Such. The whole affair left only a kaleidoscopic impression of teachers, pupils, and building principals, each vying with the other to make a good impression on the new superintendent in case I should turn out to be the one. I recall asking one teacher how many nationalities were represented in her room, and my astonishment at her reply. There were twenty-one different nationalities represented, and thirty pupils in the room.

The tour of the plant ended in a building on main street, which I afterwards learned was a speakeasy, or in more vulgar parlance, a blind pig, and here the county commissioner and the board members lined up against the bar with the air of ease and familiarity.

"Shades of Carrie Nation!" thought I. "If only my mother could see me now." They waited to see what I was going to do. I, reared in Kansas, pioneer state of the prohibition movement, and a school superintendent to boot, entering a saloon in broad daylight on the main street of the town that I hoped to make my future home! What to do! I decided to stick to my guns, and announced that I didn't drink.

Another exchange of curious and disappointed glances.

"Have a bottle of pop," the secretary said. He intended to say milk, but thought better of it. The situation was far from a happy one, and worse was to follow.

THE SUPREME TEST

"Come down to the mill this afternoon," the secretary said. "I want to talk to you."

After lunch I repaired to the mill. The secretary was there, also a crowd of hangers on. When he found that I had been raised on a farm, could talk the farmer's language and tell the farmer's brand of jokes things began to go better. The pumping process was gone through again, this time with myself as the pumpee. Finally, he seemed satisfied, and announced that we'd better have a little drink. He produced a bottle, helped himself to show that the beverage was drinkable, and handed it over to me. Again what to do! I knew I could not spill it over my shoulder. There were too many witnesses.

"Come on," he said. "Drink her down, and don't stick your tongue in the bottle either." Somewhat abashed, for that was exactly what I was planning to do, I made a brave attempt, and did succeed in lowering the contents slightly. But I nearly choked in the effort, and the audience was similarly affected—though for a different reason.

"I don't know whether you'll do or not," the secretary announced. "You seem well enough trained in everything except the liquor question, and you're dumb as hell when it comes to that. You'll take a lot of educating before you're any good. Still I'm a good teacher, and if you agree to do as I do you may amount to something after all—I dunno." With that sage observation I was allowed to go my way, sick at heart over the impression I had made, and sick elsewhere from the moonshine I had drunk.

The board met that evening to decide my fate. I entered the room in fear and trembling. I was afraid they wouldn't elect me, and afraid to accept if they did. But the commissioner took pity on me.

"Don't be shaky," he said. "They're just having a little joke. They do that to everyone. Talk right up to them, and don't be afraid to ask for a good salary."

THE DECISION

That speech of his was a life saver. I managed to make a fairly convincing statement of my experience and training, told a story that drew a laugh, and made no promises except to run the best school system I knew how. They seemed impressed. Finally the secretary cleared his throat and said:—

"Well, son, when you wouldn't drink with us this morning I figured you were no good. But this afternoon after I tried you out I decided that you could be educated. I'm willing to undertake the job because I rather like your looks. So if it's all right we'll contract with you right away."

On the way to the train the commissioner said: "Congratulations! You seemed to hit them just right."

"Well," I answered, "I've heard of all sorts of examinations and tests for teachers, but this is the first one I ever heard of that was administered from a moonshine bottle. What's the dope on this drinking business anyhow?"

"You mustn't mind that. It's just their way of finding out whether you are a good fellow or not. They knew all about your qualifications before you came up here."

"Yes, but does everyone drink like that up here?"

"Oh, no. No more than anywhere else. They just talk about it more, that's all."

SO now that you know the situation, you may congratulate me or send sympathy—just as you see fit.

Three Comebacks to McKeever

That the article, "The Forgotten Classroom Teacher," should have touched off fireworks is not strange.

From M. R. KEYWORTH

Superintendent,

Hamtramck, Michigan

THE article by William A. McKeever, entitled "The Forgotten Classroom Teacher," is a generalization made from extreme conditions, all of which cannot be found in any one school system.

In our school system the initiative, resourcefulness, and creative ability of teachers are rewarded. In our school system the supervisors are not administrators. Committees of teachers constantly work with (not for) supervisors for the improvement of instruction.

In my opinion there must be in every good school system centralization, organization and coordination for efficiency and there must be variation from standard procedures for growth and progress.

I agree with Mr. McKeever in his remarks concerning the "racket" being employed with teachers as the victims. In my opinion the salary earned by a teacher belongs to the teacher and she may do with it as she pleases. The teacher may live where she chooses to live, remain single or get married, and exercise all the other privileges that normal human beings should have without restrictions or penalties.

However, a teacher employed in a public school contracts with the state to provide a type of instruction which will preserve and enhance a democracy. I believe a teacher must fulfill this obligation, and as a teacher under contract, is limited to those activities in the classroom which are in keeping with the democratic theory of society.

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From MARY O'CONNOR

Supervisor, Natick, Massachusetts

READING a recent attack on supervision in your journal under the heading "The Forgotten Classroom Teacher," I was much amused, for I expected to find when I reached the end of the article the date 1900. What was my surprise to find that it was written by a man living; living in this year 1933; that this ancient idea of supervision which existed in spots when trained supervision first made its appearance still existed, and in a man important enough to get a hearing in the Journal of Education. The colossal ignorance of the thing (for I am taking the honesty of the writer for granted) appalled me. How could a man who had ever visited schools in ten years or heard the discussion in a teachers' meeting in fifteen years so insult the intelligence of our fine self-reliant men and women teaching today as to compare them to dumb driven cattle and pray God to send these poor "cringing" things a leader.

Then he features breaking "nerves" and "sick minds." Well, well—the teachers he knows sure are a sorry sight. I am glad I don't know them.

Oh, Education, how many crimes are committed in thy name! How slandered teachers will always be! But still we carry on, teacher, principal, supervisor and superintendent, all working together for the pupil from whom so many people are trying to distract our attention just now. Watch out when people talk of the rights of teachers, of taxpayers, or any other group. They may simply be trying to divert your attention from the rights of boys and girls where we need to keep both eyes every minute.

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From WILLIAM J. O'SHEA

Superintendent, New York City

I HAVE read the article by William A. McKeever, on "The Forgotten Classroom Teacher," and I cannot let it go unchallenged, especially when it purports to describe conditions in the larger cities. As far as New York City is concerned, the writer shows a gross ignorance of conditions here. Apparently he does not know that teachers have permanent tenure and could not be dismissed for the reasons he gives. Futhermore, promotions of teachers to higher positions—for example, assistant to principal and principal—are made as the result of competitive examinations. While we do and must have courses of study for teachers to follow, the latter are given wide latitude in the use of methods of teaching the material presented. Our courses of study are flexible and may be modified to suit conditions in any part of the city. Whenever our courses of study are revised, we make use of the services of teachers on every revision committee. Our teachers are rated semi-annually by their principals in the use of initiative. Thus it can hardly be

(Continued on Page 271)

EDITORIALS

Lest "Progress" Be a Mockery

AN ORGANIZATION of Chicago public school teachers is said to have petitioned the National Education Association to cancel its plans for meeting in Chicago this July, and to choose some other city. The petitioners think this would be a good way of awakening Chicago business men to the plight of the unpaid teachers of their city. Perhaps it would.

But these gatherings of the country's largest educational body assist and strengthen educational sentiment in the community visited. And Chicago needs this boosting of educational sentiment and needs it badly.

Educational sentiment in Chicago is traditionally very strong. But it has not been strong enough of late to rectify the shameful treatment of those unpaid teachers.

Chicagoans have poured millions into the building of a Century of Progress Exposition. Yet they fail to raise the money with which to remunerate their teachers.

No doubt there are abundant obstacles of a technical nature in the way of providing the salaries of these long-suffering men and women. But the time has come for Chicago to redeem itself from everlasting disgrace.

Chicagoans, cut that Gordian knot! You have the money for the things you want. Want justice for those teachers, and want it speedily!

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And So to Summer School

ONE of the usual incentives for attending summer schools is somewhat in abeyance this year. Credits for professional improvement are not so readily translated into dollars as they were at one time. Salary increments have largely been suspended.

Of course there still remains that most excellent reason for summer school attendance—the desire for professional improvement for its own sake. This motive has always been a higher one than the desire for cashable credits.

Summer courses should not be prescribed for every one. Some teachers need rest. Some need travel. Some need vigorous physical exercise. The needs are almost as varied as personality itself. Nor ought any one, however fond of summer school life, to make of it an unbreakable habit.

But the very circumstances which have caused an apparent shrinkage in the worth of summer school credits, have acted to enhance their importance. For one thing, the teacher today feels exceptional need of encouragement and inspiration. The year has taken heavy toll of spiritual resources. Many a worker in the schools has lost that sense of professional values, that consciousness of being engaged in civilization's noblest enterprise, which alone makes professional life worth living. The best instructors in the best summer courses, and the camaraderie of the campus, help to restore the zest and to straighten distorted attitudes.

Even the money motive, sordid as it is, must have consideration. And this motive whispers to the teacher in service that he or she must keep up with the procession or lose out to younger persons, coming fresh from training institutions where they have learned the newest theories and procedures—including the new names for old approved practices.

Those who do attend summer courses this season will find themselves in the company of many others who, like themselves, possess earnestness and common sense, along with ideals which, however faded, will respond to proper treatment.

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Thou Shalt Not Steal

A GREAT many injuries are committed by persons who intend no wrong. Teachers who make extracts and abridgments of copyright books for distribution to their classes have probably given little thought to the fact that they thus trespass upon the rights of other persons—namely, the authors and publishers of those works.

A federal judge in Massachusetts has just issued a temporary injunction against a tutoring bureau in Cambridge which has been republishing material for sale to students. Several well known publishing firms joined in the lawsuit which led to this prohibitory action. The case has broader implications than those which pertain to tutoring bureaus. For one thing, it should direct the attention of school folk generally to the fact that copyright laws are intended to protect copyright owners against what is virtually theft of their belongings.

As the publishers pointed out in the statement of their case, copyright laws have been enacted to encourage authorship and the enterprise of book production. Without some guaranty that the created material which has involved great labor and expense in preparation will be secure from duplication by unauthorized persons, there could be no books, for the entire economic foundation of the book industry would have been swept away.

Publishers have evidently felt some hesitancy about warning teachers against infringement of copyright laws. But the practice has grown to a point where something needed to be done.

Persons desiring to re-issue copyright material for circulation to a group or class would do well to halt the mimeograph until they have consulted the proprietors of the copyright—who will be found both courteous and fair in almost all instances. In fact, it is their too great courtesy which has permitted the infringement evil to become so rampant.

Editor's Notebook

The newly elected president of Massachusetts Teachers Federation is Martin F. O'Connor, master of the Roberts School in Cambridge. He has served that city as director of its evening schools and was for two years president of the Cambridge Teachers Club. He also occupies a place on the faculty of Boston College Graduate School. Mr. O'Connor will do much for the Federation. And Hugh Nixon, executive secretary, will ably do his part, as always.

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President Paul C. Stetson announces Department of Superintendence will meet February 24-March 1, 1934, at Cleveland.

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Dr. Ray Lyman Wilbur continues his well-known interest in education, not only by resuming his duties at the head of Stanford University, but by sponsoring a "School Economy Series" of books, soon to be published. Commissioner William John Cooper heads the list of national authorities who will write the several volumes.

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Massachusetts Superintendents' Association has given merited recognition to Superintendent Ernest W. Fellows, of Gloucester, by electing him to its presidency. Mr. Fellows has been a superintendent since 1901, when he launched upon this work at Clarion, Iowa. He has been successfully administering the schools of Gloucester since 1921. All the fellows like Fellows!

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Pennsylvanians have advanced a number of good reasons why they favor Miss Jessie Gray of Philadelphia for the N. E. A.'s next president. Miss Gray is a classroom teacher who has demonstrated leadership in educational circles both state and national. She has poise and personality and the association would be proud of her.

So Runs the World

Hard at Work in Washington

Railroads Cannot Be Spared

Bloodless Economic Revolution

Pledging Just Enough Inflation

Preludes to World Conference

EFFORTS of the federal government to solve major problems command attention. The President himself, with his affable "Good evening, my friends," sat down and talked with us all, the other night. It was his second radio report to the nation since he took office. These broadcasts are important aids to the understanding of public matters. The administration has put in a strenuous two months, with Congress co-operating; both trying to put America's house in order.

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The railroads are in hard straits, both because of motor competition and the depression. Yet the country still depends largely upon railroads for movement of freight and passengers. The President urges appointment of a railroad "czar" or co-ordinator to reduce waste and duplication. A complete rehabilitation program is to come next year. It cannot be too soon.

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The old order of every-man-for-himself has had its day in American business and must go. But what shall take its place? Organized business and the government have been attacking this problem from opposite sides, and now appear to have reached identical solutions. Business, through its trade associations, will be encouraged to regulate itself; to prevent excessive production, inhumane labor conditions, and cut-throat competition. Anti-trust laws will be relaxed a little. But the government will keep a firm hand to block monopolies and rackets and to enforce fair play. As the President states it, government and business will be partners, not in profits but in planning. Thus do we witness economic revolution in the making.

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The stage is set for currency inflation. The thought brings delight to some, doubt to others. Note that the power granted to the President to increase the paper currency and to scale down the quantity of gold in the dollar, is permissive only. He promises to use this power in moderation; to correct existing wrongs, not to create new ones. Already the prospect of more money in circulation has caused some rise in prices. And depressions never end until prices begin to rise and people buy lest prices rise still more. Those having meagre incomes hate to see prices climb. On the other hand, incomes have no chance to improve, and even jobs are not secure, until this happens.

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Conferences continue in Washington between the President and special envoys of other governments—MacDonald of Britain, Herriot of France, Jung of Italy, Schacht of Germany, and others. All the nations appear interested in lowering trade barriers, stabilizing currencies, and general improving of relations. Europe is glad to see the United States in a mood to co-operate. But tangible results of these visits will depend upon the World Economic Conference which meets in London next month and later. "It has got to succeed," declares Roosevelt, while foreign statesmen echo the same sentiment. Here's hoping!

Teachers Can Aid in Research

By SAMUEL ENGLE BURR
Superintendent
Glendale, Ohio

Individual teachers may share in solving the problems of educational science. Here are suggestions.

ACCORDING to Dr. William H. Kilpatrick, in an article, "New Trends in Education," in the October, 1932, issue of "The Parents' Magazine," there are three significant movements in education which have evolved so far in the present century. He lists these as The Progressive Movement, The Scientific Trend, and The Emphasis upon Mental Health. The scientific trend, of course, is based upon educational research and ordinarily is dated back to about 1895, when Dr. Rice was writing his articles for the Forum, although various scientific types of work were done before that, as, for example, Horace Mann's survey of the Boston public schools in 1845.

Up until about 1925 or 1926 it had been assumed by most psychologists and educators that research was a highly specialized phase of scientific educational work and that only a relatively few specially prepared workers should be engaged in it.

Dr. B. R. Buckingham states that teachers in service should do research work for two outstanding reasons: (1) Education needs the teacher as a research worker; and (2), the teacher and the teacher's calling will be benefited by having the teacher act as a research agent also. I would like to add three more detailed reasons from my own observation, namely: (1) that the classroom teacher often recognizes more clearly than anyone else the exact type of research which is needed; (2) that the classroom teacher is in a position to observe conditions much more comprehensively and much more understandingly than anyone else

SAMUEL ENGLE BURR

when the research work is to be done in a single classroom or in a number of rooms; and (3), that the classroom teacher is much more likely to appreciate the importance and uses of research findings if she does some research work herself.

DIFFICULTIES OF RESEARCH

Nor should the work be limited to the classroom teacher alone. Principals, supervisors and superintendents of schools should also be included in research of a local nature, and such research can hardly be successful unless these people do favor it, encourage it, and actually participate in it.

There are certain limitations upon the teacher as a research agent, however, and these should be fully recognized.

The primary limitation is that the average classroom teacher or supervisor or principal or superintendent of schools is employed and paid for something else—not for educational research work. It is only as the public which pays the teachers is willing to recognize the fact that when the teacher does research work it makes him or her better fitted to help the pupils that research can be recognized as a definite part of the teacher's daily work. I feel that at present in many school districts boards of education would inflict penalties upon teachers if it were reported to them that the teachers were devoting a portion of their time to research.

TRAINING AND WILLINGNESS

Another serious limitation lies in the kind of education and training which the teachers themselves have had. Many of them have little appreciation of science, little knowledge of the scientific method and little tolerance for the scientific attitude of unbiased inquiry. If the teachers are to become research agents in any real sense, and if their research findings are to be of any value, they must be prepared for this by the teachers colleges and normal schools.

A third serious limitation is a lack of *the will to do* on the part of teachers. Many of them lack the physical and mental energy necessary to carry a worthwhile piece of research to a significant conclusion. Others are not professionally minded and are not concerned about the progress of education either as an art, as a science or as a profession.

It is only fair to state that the mere fact that no one has yet shown them the need and the way is the only reason why some teachers have not yet become research agents in their own classroom.

VARYING TECHNIQUES

Overshadowing all of these factors, but closely allied with

the first one, is the time element. When will the teacher find time to observe, to record, to tabulate, to draw conclusions, etc., in the midst of a busy day?

The chief factor in determining an appropriate research technique should be the nature of the specific problem under consideration.

Some research problems, such as controversies regarding the relative merits of two possible methods for teaching a given bit of subject matter, may be treated by setting up two groups (or four or six or more) one using plan A and the other using plan B. In such a situation the conditions are often fixed so that one group is the "control" group and the other the experimental group.

Some research problems involve more or less testing of various sorts, some require the "test-teach-retest" technique while some lend themselves to the historical or narrative form of record keeping in order to arrive at conclusions. Some problems may require observations of many pupils, while a few pupils will suffice for others. In some cases the few pupils must be followed up, year after year, while in others no follow-up of this sort is needed. Sometimes records for males must be kept separately from those of females; sometimes race or age or social position determines the classifications.

The only generalization which I can state here is that the research technique to be used must suit the problem, and that it must be as scientific as possible, preferably of such a nature that the results can be reduced to a mathematical statement.

If this article has any value, I would like to feel that it comes in proposing a few research topics of such nature as to appeal to that group of educators who call themselves "Progressives."

1. Does the activity school provide better opportunities for children to learn to live together than does the traditional type of school organization?

2. To what extent does the activity school develop self-control on the part of pupils?
. . . Does the activity school develop a co-operative attitude on the part of children?

3. By what methods can individual aptitudes and interests be most fully developed?

4. Are the pupils in the classrooms accepting opportunities to develop aptitudes and interests as fully as such acceptance seems desirable?
. . . Do the fact learnings and the academic abilities of individual pupils correlate?

5. How can mental health be measured by an objective method?

6. To what extent does the school secure proper co-ordination between mental development and social development?
. . . Between mental development and physical development?
. . . Between mental development and moral development?
. . . Between mental development and emotional control?
. . . Is the schoolroom situation developing critical thinking?

7. To what extent have pupils actually profited by the stimulation of critical thinking among them?
. . . Have the pupils actually profited by their opportunities to form appreciations for the finer things in life?
. . . Is the schoolroom situation providing opportunities for stimulating creative self-expression on the part of the individual pupils?

8. Does the progressive type of school procedure benefit all pupils equally, does it benefit bright children especially, or does it benefit slow pupils especially?

9. What is the place of drill in an activity school?

10. How can a teacher know how long to continue a unit of work in order to secure the maximum of benefit from it for the greatest number of pupils?

11. Can an activity school measure its results in terms of its goals?

12. What kind of a record or report of the curriculum should the classroom teacher prepare for the help and guidance of teachers who will have these pupils in the years to come?

13. What evidence is there that pupils in activity schools respect the other members of the group?

14. Do pupils in activity schools have greater appreciation and respect for other pupils than do those in traditional schools?

15. To what extent have the pupils in our class learned to make pertinent suggestions during the group discussions?

16. Do our pupils have a proper appreciation for the community in which they live?
. . . For other communities which are different than ours?
. . . For the life and times of other periods in history?

17. To what extent can we apply progressive practices in secondary schools?

18. What kind of units of work are most successful in the primary grades? What topics or themes appeal most to the average primary or elementary school pupil?

19. How much is gained by having pupils rather than the teacher select the topic or theme for a unit of work?

20. Are pupils in an activity class more happy than those in a formal class?

21. What subject matter field is most poorly covered by an integrated class program on an activity basis? Should special formal drill be given to this subject on this account?

I have made no attempt to exhaust this field in suggesting the above topics, as this would be practically impossible. Hundreds of classroom, building and school system problems could be suggested for the attention of research workers in the field. Many of the problems which have been suggested can be broken up into several parts and consequently increase the possibilities.

In listing these problems, however, I have attempted to steer clear of the many controversial questions about the activity method which result from the conflict of rival philosophies or which are so general in nature that they are unsuited for local consideration on a research basis.

The above topics do serve to point out, however, the practical problems which face the classroom teacher, the principal, the supervisor and the superintendent of schools working along progressive lines. The fact that suitable research techniques for the treatment of many of these problems do not now exist does not change the fact that these are the problems which need to be solved. The perfection of new and different instruments of measurement and evaluation must be regarded as a part of the research job.

Science Enlivened With a Zoo

By W. D. VARNELL

Knoxville, Tennessee

Quite the opposite of "floating pedagogy" is exemplified in the general science course here described.

WITH a total enrollment of 1,500 pupils Boyd Junior High School is the largest junior high school in the city of Knoxville. General science is begun in the eighth grade. The class periods are one hour in length, and are divided into thirty minutes of directed study and thirty minutes of recitation. The department has five teachers.

Four years ago general science was just another subject in the curriculum—a subject to be farmed out to any and all teachers who might have a vacant period in their own work. Today it stands, according to some of the best educators of Tennessee, as one of the most efficient and well-planned courses in the entire system of schools in the state.

This transformation, taking place under the able direction of Principal Wilson New, has been the result of close co-operation and careful study of methods by the chairman and members of the department. The following paragraphs outline the methods devised and their application at Boyd.

The subject matter is taken up in units, as heat, communication, transportation, etc. To each unit about eight days are devoted, as follows: First, an introduction to the unit, the purpose of which is to build interest. This introduction takes the form of a lecture from the instructor illustrated by lantern slides and demonstrations. Second, one day is devoted to reading from several textbooks to get a clear view of the scope of the unit without attention to details.

After thus grasping the picture of the unit in its entirety, the unit is taken up in detail. In order to develop individual initiative, to help the pupils to acquire a sense of the proper value of each phase of the unit, and to enable the instructor to give individual help when it is needed, these details are handled by means of a mimeographed work sheet.

On this sheet is a list of seventy-five or a hundred questions to be answered: Questions from the texts, questions for provoking thought, questions from the weekly classroom paper, *Current Science,* questions which when mastered give the pupils a comprehensive and exact knowledge of the unit under consideration. Three days are usually required to successfully master the work sheet. As a stimulator and a check on each day's work a short true-and-false quiz is given at the end of each study period. The average of the three quizzes makes one-third of the pupil's grade on the unit.

After thus working out the details and obtaining a working knowledge of the subject the students devote one day to demonstrations given by the instructor. The demonstrations are observed by the pupils, and are written up on a loose-leaf notebook sheet on which all the necessary information has been mimeographed other than the observations and conclusions which must be noted and written by the

pupils themselves to complete the page.

After demonstrations, one day is devoted to assigned reports from sources other than those used in class. These reports, while varied, deal with or are closely related to the unit in hand. They are composed of two types:—

1. Reports from library reading.
2. Reports which necessitate obtaining knowledge at first hand.

For example, in the first, reports on the lives of men famous for work on the unit under consideration. And in the second, reports on the airport facilities in Knoxville.

REVIEWING THE UNIT

These reports, some of which are given in class, are written, and to obtain the maximum grade they must be illustrated by snap-shots. In our own case we have obtained splendid results in that the child takes the snap-shot, develops and prints the picture as a part of his work in the extra-curricular activities in the Kodak Club. They may also be illustrated by pictures clipped from newspapers, magazines, and by free-hand drawings. The grades from these reports constitute another third of the unit grade.

Following the reports, one day is spent in a review of the entire unit. This review is begun by a re-showing of the introductory slides. A lecture from the instructor follows which connects and sums up the work done on the preceding days and ends in a round table discussion by the class.

The unit being thus completed, the pupils are tested to ascertain the extent to which they have mastered the material. Our tests are all objective. Six different types are used, in order to vary the testing, and to use the type best fitted for the material in hand. These tests are, of course, mimeographed as is all of our science material, and a time limit of thirty minutes is given for each test. At the end of this time the papers are collected, and the remaining thirty minutes of the period is devoted to reading and discussing *Current Science*, a weekly publication which we have found very helpful in keeping our classes informed as to the recent developments in the various fields of science.

COLLECTIONS ON DISPLAY

Another phase of the work at Boyd, which has developed along with the above procedure and one which is so closely interwoven with it as to make it impossible to speak of one without the other, is the collections of numerous types displayed in the various rooms. The chairman of the department, believing junior high school to be the place to begin a development of the collecting instinct of children and realizing the vast possibilities of visual instruction to be obtained from such, encouraged the children from the beginning to bring in for display any object from nature which might be of interest to the science classes. This, as our procedure developed, has been included to the extent of having definite collections required in each of the upper grades, and at the same time continuing to encourage the bringing in of isolated specimens.

The assigned collections are restricted to the ninth grade. The 9-B's are required to make a collection of a minimum of fifty leaves, from different kinds of trees. These leaves are posted on notebook paper, and are properly labeled in the accepted scientific way. The 9-A's are required to collect a minimum of fifty insects. These are mounted, labeled and placed in proper order in cigar boxes. A mimeographed form is given each pupil upon which is a space for recording the common name, order, kind of mouth parts, economic importance, and control of each insect in his collection.

Of the entire procedure these collections have proved one of the most interesting and successful phases, from the standpoint of the pupil. Many of the pupils voluntarily start their collections in the summer before they enter the ninth grade. More than two-thirds of the pupils exceed the minimum number required, and many of them collect from three to four times the minimum number.

SNAKES, MICE, OWLS AND FROGS

The isolated specimens range from snakes to white rats. One room now contains six skulls, ranging from a rabbit's to a horse's, several mounted birds, a mounted opossum, a ground hog, a collection of Indian axes, arrow and spear heads, seven live terrapins, eight snakes, one of which is five feet long—a pet of the entire class, including the girls, since they have learned to control their fear of the reptiles; a live grey fox, two white rabbits, two live chicken hawks, one hoot owl, two screech owls, a live squirrel, four frogs, nine white mice, two alligators, a complete collection of marble of all the types found in and near Knoxville, about one hundred preserved specimens, and a large panel upon which is placed a cross section of wood from the common species of trees in this region. At the back of each piece is placed pressed specimens of the flowers, leaves, and fruit of each. Accompanying each specimen on the panel is a sketch giving the common and botanical names, place found, and use to which the wood of each is put.

As an interest builder and developer of the proper spirit of inquiry so necessary to the success of any classroom procedure in science, these collections have obtained splendid results, and have in a large measure been responsible for the interest and determination with which the pupils have attacked the problems of general science at Boyd Junior High School.

BOOK TABLE

"The true university of these days is a collection of books."—*Carlyle*

A Group of Textbooks in American History

OUR NATION HISTORY SERIES: OUR NATION BEGINS, OUR NATION GROWS UP, THE STORY OF OUR NATION, THE GROWTH OF OUR NATION. All by Eugene C. Barker, department of history, University of Texas; William E. Dodd, department of history, University of Chicago; Walter P. Webb, associate professor of history, University of Texas.

OLD EUROPE AND OUR NATION. By Eugene C. Barker, department of history, University of Texas; Frederic Duncalf, professor of medieval history, University of Texas; Francis Leonard Bacon, principal of High School, Evanston, Illinois. Evanston, Illinois: Row, Peterson Company.

The five volumes in "Our Nation Series" constitute a complete program of United States history for elementary and junior high school grades. Great care has been expended in making each book physically attractive. Typography is well selected. Maps are done in a modern manner. All of the many illustrations are hand-drawn, and most of them are in three colors. There is an educational purpose in each picture, besides that of ornament or even of interest.

The series starts with "Our Nation Begins," and continues with "Our Nation Grows Up." These are for fourth and fifth grades respectively. Next comes "The Story of Our Nation" and "Old Europe and Our Nation," interchangeably adapted to grades five and six. Crowning the series is "The Growth of Our Nation," designed for grades seven and eight.

The last-named book is marked by such approved techniques as: Prestatement of the purpose of each chapter; summaries following the narrative of each chapter; review questions; projects; map questions; topics for debate and dramatization. The specially-drawn maps and illustrations are equal to the high standards of the series as a whole. Authorship of this fifth book is shared by three persons representing the North, the South and the West, thus assuring the absence of sectionalism. Mechanical details are such as to combine extra durability with delightfulness of appearance.

This group of texts supplies well-conceived and ably-prepared equipment of teaching material in history for young people up to senior high school age.

Euclid Humanized

PLANE GEOMETRY. Enlarged. By Joseph A. Nyberg, Hyde Park High School, Chicago. Cloth. 311 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Although the subject-matter of geometry has changed but little in the twenty-two centuries since Euclid gathered the known facts and principles into a book, even the past few decades have witnessed remarkable improvements in presenting the study to the student.

Re-issuance of Nyberg's "Plane Geometry" in enlarged — but by no means bulky—form will be welcomed by many teachers. This text gets the pupil quickly into action, by introducing him to construction work, rather than to a collection of axioms, postulates and definitions. These necessary tools are provided as the use for them arises. The author has not hesitated to depart from old ways where these can be improved upon. Specially clear and gradual is the introduction to the usually bothersome topic of loci. Mr. Nyberg is more humane than Euclid, more humane than many of Euclid's successors in the writing of geometries. Nor does it appear that increased teachableness has caused any sacrifice of logic.

Manual of Progressive Education

AN INTRODUCTION TO PROGRESSIVE EDUCATION. (The Activity Method.) By Samuel Engle Burr, superintendent of schools, Glendale, Ohio. Paper. 72 pages. 345 Calhoun Street, Cincinnati, Ohio: The C. A. Gregory Company.

Here within the compass of some seventy-odd pages are provided all necessary keys to an understanding of the educational movement known as "progressive."

Mr. Burr himself is working along progressive lines in administering the public schools of Glendale, Ohio. He is thoroughly competent to state the aims and characteristics of activity-type schools, and he does this without waste of words in the present booklet.

This paper-bound manual is attractively printed, and contains a number of photographic glimpses of classes in action under the progressive plan.

Whether a person be inclined to favor or to criticise the progressive movement he may profitably read this clean-cut exposition.

A New Study Guide

STUDY GUIDE IN SECONDARY EDUCATION. By Edgar M. Draper, University of Washington, and Alexander C. Roberts, State Teachers College, San Francisco. Cloth. 151 pages. New York City: The Century Company.

This "Study Guide" is intended for students of education, and offers bibliographies and laboratory direction in some thirty-three study units. An extensive bibliography covering numerous phases of the secondary school problem completes the volume.

German for Beginners

EIN ANFANGSBUCH. By Laura B. Crandon, Horace Mann School, Teachers College, Columbia University. Illustrated by Alida Clement. (Revised edition.) Cloth. 324 pages. Yonkers-on-Hudson, New York: World Book Company.

While intended mainly for pupils of junior high schools this beginners' book is also adapted to the needs of those commencing the study of German in a four-year high school. Considerable success has been attained by the writer in dispensing with non-essentials, and at the same time supplying all needful material for a thorough grounding in pronunciation, grammar and vocabulary.

Author and publishers alike voice the hope that "Ein Anfangsbuch" will help the pupil to surmount the initial difficulties of the study of German, and thus render subsequent study of the language more than ordinarily profitable and pleasant. It is an altogether proper aim, and one which has been skillfully accomplished in this recent addition to the New-World German Series.

Ohio School Control

THE KENT STATE COLLEGE QUARTERLY. Volume XX, Number 2, Centralizing Tendencies in Educational Administration in Ohio Since 1900. By James Ozro Engleman. Paper. 186 pages. Kent, Ohio: Kent State College.

In Ohio, as in many other states, the system of public instruction has been moving rapidly away from purely local administration toward centralized control. In the nation as a whole, with

its upward of a hundred thousand administrative units still in operation, the movement toward centralization has by no means reached a limit.

Dr. Engleman has done an admirable piece of work, both in assembling and in presenting the history of this phase of education's evolution in Ohio. Nor will Ohioans be the only ones to profit by the thoughtful perusal of this bulletin. Educational and legislative leaders in other states may advantageously retrace with the author the experiences of Ohio in evolving a high degree of state control and supervision without undue surrender of local prerogatives. For, without a sense of local responsibility, the schools soon lose their character as neighborhood institutions.

The report is rendered more graphic by the inclusion of numerous charts and summaries.

The Adventure of Life

BEYOND THE SCHOOL. A Textbook on Work and Living. By Frank A. Rexford, director of Civics, New York City Schools; Charles M. Smith, director of Guidance and Placement, New York City schools; Sarah L. Sellin, Theodore Roosevelt High School, New York City, and Paul F. Frabbito, Haaren High School, Commercial Annex, New York City. Cloth. 249 pages. New York: Henry Holt and Company.

The average young person stepping forth from school into the every-day world is bewildered by the strangeness of it all. What is he to do? How shall he adjust himself to the new environment? How should he go about getting a job? And what sort of job should it be? Having discovered a niche, how may he continue to occupy it with increasing satisfaction and rewards?

These and many more questions of a kindred character are discussed in "Beyond the School." Here, in an informal, conversational manner, the learner is introduced to a multitude of interesting, pertinent facts which he needs to know if he is to adjust himself quickly and successfully to the economic environment which will either submerge or support him. Much will remain to be learned through actual encounters with people and things not set down in any book. Yet exposure in school to such a course of study as this book provides, would seem almost the minimum right of every boy or girl in high school or even in the upper grades of the elementary school.

The volume is printed, illustrated and bound in a fashion to attract the eye and add a spice of pleasure to the adventure of exploration which is the major purpose of the work.

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THE SCHOOL FORUM

Conducted by S. MONROE GRAVES, Ph. D.

Making the Most of Vacations

VACATION plans are now being made. "Where shall I study?" "Whither shall I travel?" "What shall I do?" are questions frequently asked. Each individual is beginning to think of the mountains and the seashore, of the quadrangles of great universities, and even of distant lands beyond the seas. Such thoughts are stimulating and really invigorating if fixed upon some definite goal, looking toward the better preparation for one's next year's work. So much planning, however, may be so unrelated to one's professional growth that, instead of helping, it becomes a hindrance to inspiration and to true development.

What all of us, of course, would like to know is just what will help us most for our work during the ensuing year. Our vacation days during July and August may be filled with remunerative employment. We may be in the mountains or at the seashore in the capacity of a real "honest-to-goodness" workman, earning our daily bread by helping at boys' or girls' camps, by waiting on table, or by doing other types of work. If the labor is not too arduous, and if our mental attitude is of the right sort, we may obtain more real recreation under such conditions than under more artificial arrangements, wherein we do no work for pay, and merely study in a desultory manner or idle time away, sauntering along the shore or walking leisurely among the foothills. "Life is real, life is earnest," and if we wish to achieve results worthwhile, we must make certain that our efforts are directed along lines of worthy application.

Probably one of the best methods for determining vacation plans is first to take some sort of inventory of one's present condition, physical and mental, one's aspirations for the future and one's financial limitations. Budget control is important. If I am working toward a degree, then, of course, I desire to attain my goal and will give up my summers for university study. If my ambition is to know more about the world, then to other lands I will go and imbibe all that I may be able of their civilization and of their culture. If, on the other hand, my personal analysis shows a deficiency in healthy corpuscles, off to the mountains, or to the lakes, or the seashore I will hasten and seek assiduously for the recreating influences of nature that I may return to my work in the fall fully restored and refreshed.

The mere fact that the teachers' salary schedule, in some communities, depends upon graduate study should never be the sole criterion for determining the plans for one's summer time. Life is too much worth while to barter very much of it for one certain thing, if in reality the body's health and the soul's inspiration require a different regime of living. All other conditions being equal, it might be better in many instances for the ruling authorities to approve for credit a teacher's vacation at the seashore or in the mountains, than to require six weeks' close application at some university centre. Ability to teach pupils well undoubtedly does depend upon a knowledge of methods as well as power to control classroom groups in disciplinary matters. The successful teacher, however, always must rely upon inspiration and enthusiasm as well as upon methods.

Vacation days will soon be here. Important decisions must be made by teachers and by school executives. The guiding principle undoubtedly will be the good of the service, but how about the good of the individual teacher and the good of the individual child in terms of real growth and real inspirational learning?

Question—Should school regulations always require a teacher to do graduate study in order to be eligible for promotion?

Answer—No, because circumstances very properly may alter cases. A teacher under certain circumstances, however, very properly may be required to complete a certain amount of graduate study before being promoted, or even being retained on the school staff.

•

Question—Should one go to Europe or "see America first"?

Answer—One certainly should see something of America before going to Europe. Otherwise one would be unable to appreciate fully the European experiences if secured.

•

Question—Should promotion credit be given for a trip to the Chicago Exposition?

Answer—Why not? The trip certainly would be educative and inspirational.

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(Continued on Page 271)

The News Digest
OF EDUCATION

Defends Teaching of Music in the Schools of Nation

BOSTON.—"Study of good music in the home and in the school is one of the most effective ways of keeping up morale in these times," said John P. Marshall, dean of Boston University's College of Music, in discussing a proposed plan to eliminate or curtail the study of music in many schools throughout the country. The Boston University dean is one of the outstanding contributors to the field of modern music, and had the honorary degree of doctor of music conferred on him by Holy Cross in 1927.

"I agree most emphatically with the idea that music should not be eliminated nor curtailed in our public school system, and that there never was a time when music was more needed in the home than at present," Dean Marshall continued. "Class instrumental instruction, which has been established in many school systems, has started many a boy and girl on the road to further music study. The playing of good music in the home by small groups of performers, including children and parents, is a most enjoyable way of spending a few hours of leisure time.

"This has long been a feature of family life in Germany and in German families in this country. The late President Eliot of Harvard, one of the strongest champions of music in education in this country, expressed thirty years ago much the same sentiments regarding music in the home," Dean Marshall said in conclusion.

Dr. Scott to Head Teachers' College

SPRINGFIELD, Mass.—Dr. Zenos E. Scott, superintendent of schools here, has been appointed by the state department of education to be president of the State Teachers College at Bridgewater. He will assume his new duties next September. He will succeed the late Dr. Arthur Clarke Boyden, who served as principal and president at Bridgewater for twenty-seven years. Dr. Scott has been school superintendent at Springfield for ten years. Before that he was engaged in educational activities at Asbury Park and Trenton in New Jersey and in Louisville, Ky. He is a graduate of the Indiana State Normal School and of Evansville College.

HIGH SCHOOL COURSES CHANGING

Survey Shows Larger Percentage of Enrollments in Vocational Education

WASHINGTON.—At a cost of $225,000, appropriated by Congress, the Federal Office of Education has just completed what Dr. William J. Cooper, commissioner of education, calls "the most comprehensive and illuminating study of American high schools." This is a national survey of secondary education, directed by Commissioner Cooper and Dr. Leonard V. Koos, professor of secondary education in the University of Chicago. Retrenchment in public school expenditures through changes in courses of study and similar modifications to meet present economic conditions should, in the opinion of the Office of Education, be based on these reports.

In tackling their three-years' job, the investigators made a point of studying the unusual practices of schools as distinguished from ordinary features.

The significance of the inquiry becomes evident in the light of the huge enrollments in American high schools. The total enrollment in the public high schools in 1930 was 5,465,932. Of this number, 1,036,919 pupils were enrolled in junior high schools, 979,176 in junior-senior high schools, 543,813 in senior high schools, and 2,652,271 in regular high schools. More than 250,000 pupils were enrolled in high schools not tabulated by the Office of Education.

The survey findings will be issued in twenty-eight monographs dealing with special phases of the secondary education system. They fall into five broad fields: organization of secondary schools, student personnel problems, administrative and supervisory problems, curriculum activities, and extra-curriculum activities.

The survey indicated that mathematics and foreign languages are rapidly losing popularity in secondary education in favor of social subjects and physical education. It was also stated that there had been a distinct movement toward what is called "democracy in education," and that with this there had resulted a larger proportion of enrollments in vocational education, which has brought into the high schools young people from social and economic levels which did not contribute greatly to high-school registration forty years ago.

Georgia Teachers Stop Break-Down of Their Schools

ATLANTA, Ga.—Were it not for the loyalty and patience of the 20,000 Georgia teachers, many of whom have not been paid for months, the public school system of the state would have collapsed long ago, according to an admission of officials of the State Department of Education. What is to happen next year depends largely upon them.

Because of the lack of uniformity in the length of the school year in various counties of the state, and irregular reports by local school boards, it is difficult to ascertain the exact status of the school system at the present time. Recent reports to M. D. Collins, state superintendent of schools, showed, however, that the schools were closed in seventy-six of Georgia's 159 counties before April 1.

Efforts to keep the 7,000 schools for white and colored children open in the face of the depression have rolled up a debt of nearly $3,000,000 among 122 counties, many of which have reached the limit of their borrowing capacity. Of the total indebtedness, $603,429 represents unpaid teachers' salaries.

Farmers are taking turns in boarding teachers, but in some communities even this has become too much of a strain upon impoverished households. Groups of them are said to be living in the schoolhouses, cooking their meagre meals in the domestic-science rooms.

Spokesmen for Superintendent Collins declare that, despite the financial crisis in the school system, the schools would be open next year. They are pinning all their hopes on the teachers, and they say so frankly.

GAVE $10,816,146 TO SCHOOLS IN YEAR

NEW YORK.—The General Education Board appropriated $10,816,146 for the support of education in the fiscal year ended June 30, 1932, it was disclosed in the board's annual report. The board was founded in 1902 by John D. Rockefeller. Though the appropriations showed an increase of $1,653,423 over the previous fiscal year, the report listed actual disbursements from interest and principal at $8,626,-681, much less than the $16,142,492 disbursements listed in the report of the previous fiscal year.

Income received during the fiscal year ended June 30, 1932, amounted to $3,650,683, about six-sevenths of the income received in the previous year. Undisbursed income on hand at the end of the year was $12,562,908.

Liberalization of conditions of gifts for endowment were announced in the report, the board providing that the income of each future gift shall be used for ten years for the specific purpose named, that thereafter the income may be used for other related purposes and that after fifty years the principal may be expended. But the board decided that gifts for endowment could not properly be invested in plant or buildings of the institution.

Teachers' College Will Be Continued

BOSTON.—A suggestion that the state take over the Teachers' College of Boston and operate it for the benefit of Greater Boston communities, which would contribute to the college's support, was made by William Arthur Reilly, chairman of the Boston School Committee. The committee, at a recent meeting, decided to admit an entering class this September, thus temporarily settling the fate of the institution, which has sent thousands of graduates into teaching positions in Boston. The committee in its statement added: "By this action it is understood that the School Committee is in no way committed in its attitude toward the admission of an entering class in 1934." In his statement Mr. Reilly asserted that he realized that the Teachers' College was producing teachers for whom positions were not available, and that the eligible list will not be exhausted for years. However, the advantages of the college in giving the Boston system a standard by which to gauge applicants, and the history of the institution, caused him to hesitate to vote it out of existence. He explained that students attending private schools do not burden the city, although their parents support by taxes the Teachers' College. He added: "I do not think we can dispense with the Teachers' College. I am in favor of its continuance. I do believe that it should be operated by the state, and that surrounding communities, such as Cambridge, Arlington and Quincy, could well contribute to its support, and receive its graduates with great advantage to all concerned. But until such state administration is obtained I feel that the total closing of the college is unthinkable."

Prof. James B. Conant Chosen Harvard President

CAMBRIDGE, Mass. — For the second time in its history, Harvard will have as its President a chemist. He is James Bryant Conant, Sheldon Emery professor of organic chemistry at this university. Charles W. Eliot, who preceded A. Lawrence Lowell, was likewise a chemist.

Dr. Conant is a young man of forty. He entered Harvard as a student in 1910, and has been connected with the university as student or instructor ever since. He has won various awards for his researches in chemistry.

Dr. Conant is a native of Dorchester, Mass., and a graduate of Roxbury Latin School. His election by the Harvard Corporation awaits formal confirmation by the overseers.

Long Beach Schools Open

LONG BEACH, Cal.—More than three weeks after the Southern California earthquake in March, Long Beach's 30,000 school children returned to classes, meeting on school grounds and athletic fields, in parks and other places. At the same time more than 15,000 pupils of Los Angeles resumed study at thirteen city schools, closed since the quake. Not a single building in the $12,000,000 Long Beach school system was considered safe enough for use until repairs were completed, and school officials estimate two-thirds of the structures must be razed.

Herriot's English Gives Way to Roosevelt's French

WASHINGTON. — Former Premier Herriot, of France, on his recent visit to the White House found President Roosevelt's conversational ability in French "so good that I was ashamed to try my few words of English."

Most of the conversations between the two were carried on in French without the use of an interpreter. Mr. Herriot said the President's knowledge of French was equal to that of a very bright pupil after five years of study.

SCHOOL GIRLS DEFY BUDAPEST DIET BAN

BUDAPEST. — A meeting unique in its character was recently convened by the school board of the Szemere Street Girls' High School of Budapest. Its only purpose was to find an efficient means to check the growing tendency among the school girls to lose weight. It was found by parents and teachers that this new and dangerous hobby was detrimental to the health of those who practiced it and slackened the speed of natural development in the ages between twelve and fourteen. Pupils in the third and fourth forms were found to have vied with each other to see who could lose the most weight within a given time.

The school's doctor reported that, instead of developing in the natural way, most of the young girls were losing weight and had become more inclined to diseases than the well-nourished ones. Formal hunger strikes had been arranged by the pupils to satisfy their vanity.

It has been decided that medical experts should depict in lectures the fatal consequences of the habit of getting thin, and should praise in public the girls who were prudent enough to free themselves from it.

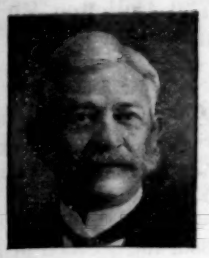
A pupil of the fourth form, asked for her opinion, said: "I cannot understand all this fuss about such a trifle. It is simply the fashion to be thin. These days one cannot gain weight without being ridiculed. And what would the boys say?"

Further Growth Of High Schools

FRAMINGHAM, Mass. — Professor Thomas H. Briggs, of Columbia University, declares that attendance in high schools, now numbering fifty-three per cent. of the normal adolescents of the nation, will continue to increase. Speaking at the state conference of senior and junior high school principals at the Teachers College here, Professor Briggs made a plea for more centralized schools, where pupils not able to go to higher institutions could be specially trained.

High School Attendance Gains in Pennsylvania

HARRISBURG, Pa.—A large increase in high school enrollment during the last five years is shown by recent reports of the department of public instruction. In the five-year period ending June 30, 1932, the number of pupils enrolled in Grades 9 to 12 of the public secondary schools increased 126,506, or fifty-two per cent., the report shows. This growth is attributed by education officials to the increased holding power of the public schools, together with the period of depression.



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New England Salesmen Honor Three Members

BOSTON. — Three veteran salesmen, for a long time familiar figures to the schoolmen of New England, H. H. Bryant, of Ginn & Company; C. S. Paige, of Milton Bradley Company, and A. L. Hardy, of Lyons & Carnahan, have been made honorary members of the Educational Salesmen's Association of New England. This is the first time this distinction has been accorded to any member of that body.

Mr. Hardy was born in Wilton, Maine, educated at Colburn Institute and Amherst College, graduating in 1879. He taught for fifteen years at St. Johnsbury Academy, where Calvin Coolidge was one of the many pupils who remember him for delightful humaneness. From 1898 until his recent retirement he was superintendent of schools in Amherst, Mass. His four sons all graduated from Amherst College, where the Hardy family was as much loved and admired as the head of it in his traveling for the firm of Lyons & Carnahan.

Maine was also the native state of H. H. Bryant, of Ginn & Company, and like Mr. Hardy, he has been a teacher. Some of the communities he served in his twenty-three years of teaching are Canton, Dixfield, Pittsfield, Old Town and Houlton, in Maine, and Gorham, in New Hampshire. He went to work for Ginn & Company in 1895, and gave thirty-three years of service to them, exemplifying the same high ideals of character for which his teaching is remembered. His own education was given him at Hebron Academy and Gould Academy in Maine, and he pays tribute to Dr. Emerson, later of Emerson College in Boston, as one of the greatest teachers he ever had. Mr. Bryant made his home in Waterville, Maine, for many years, and there his family of seven children was brought up. From there he went every spring and fall to his camp on Moosehead Lake, to hunt and fish, entertain his friends, and enjoy the great outdoors.

Charles S. Paige, of Milton Bradley Company, was born in Weare, N. H., and lived there as a boy. Francestown Academy prepared him for college, and he was graduated from Tufts College in 1884. Like Mr. Hardy and Mr. Bryant, he has a long record of teaching, having acted as supervising principal for twenty years in Vermont and New Hampshire. He traveled in those two states for his firm for twenty years, before his retirement in 1931. In 1927 Mr. Paige served as president of the Educational Salesmen's Association.

The honor given these three well-known figures in the educational world in New England crowns three lifetimes of useful service.

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SOCIAL TRENDS

Should Be Studied in the Schools of Nation

PHILADELPHIA. — Outspoken criticism of junior high school courses, particularly in economics and social subjects, was voiced at the annual schoolmen's week on the University of Pennsylvania campus by Dr. Herbert B. Bruner, of Teachers College, Columbia University, who said such courses "in the main suggest little, if anything. of value regarding fundamental economic and social problems."

Even the better courses of study are descriptive and historical in regard to such topics as transportation, communication and distribution of goods, Dr. Bruner declared.

"No course of study," he asserted, "tells with reality the story of the revolution in the modes of living of millions of people brought about by labor-saving machines. No course discusses even superficially the possibility of the successful merging of democracy and technology, or procedures by which it might be attained.

"Nowhere do we find an adequate treatment of the problem of leisure time, which will probably assume a tremendous new importance in the near future. Although certain types of crime are on the increase, and relationships in many families are strained, curriculum makers have accomplished little in the treatment of such problems."

Economics More Popular

EASTON, Pa.—Growing interest in the subject of economics is noticeable among students, the registrar of Lafayette College, here, finds. For the last five years it has been the most popular major. The course has also had a large increase in enrollment, from seventy-three students in 1927-1928 to 101 students last year. Chemistry and physics are also gaining in popularity.

President Roosevelt Gets Chicago Plea

WASHINGTON.— Representatives of Chicago's unpaid school teachers recently called at the White House, pleading for Presidential intervention to force Chicago banks to buy the city's tax warrants. Marvin McIntyre, a secretary to the President, interviewed the delegation in the corridor just outside Mr. Roosevelt's office. He arranged for the group to see Secretary Woodin and Jesse Jones, of the Reconstruction Finance Corporation. Senator James Hamilton Lewis, Democrat, of Illinois, escorted the teachers to the White House. Miss Margaret A. Haley, spokesman for the Chicago Teachers' Federation, asserted "there is a bitterness in Chicago that is dangerous to our city. Teachers naturally are conservative, but all conservatism is gone. The teachers are nearly crazy." Mr. McIntyre assured the delegation that "the President is familiar with the problem, and sympathetic."

5 Girls' Colleges to Test Two New Entrance Plans

WELLESLEY, Mass. — Dr. Ellen Pendleton, president of Wellesley College, has announced for the Five College Conference two changes in admission affecting Bryn Mawr, Mount Holyoke, Smith, Vassar and Wellesley. In addition to the entrance plans already in use, these colleges will adopt for an experimental period two new plans of admission. The first permits students entering by college board examinations to divide the required examinations between the last two years of preparatory school work, taking two examinations at the end of the junior year, and two (one of which must be English) at the end of the senior year. The second plan will permit students of sufficiently high standing to apply for entrance without entrance examinations other than the scholastic aptitude test given by the college entrance board. This privilege will be offered only to those students who, during the last years of their preparatory work, have ranked highest in the seventh of a class of at least seven students. Such students may apply for entrance only in the year in which they graduate from preparatory school. Mount Holyoke, Smith and Wellesley will permit candidates from any school to be considered by this plan, but reserve the right to consider the geographical distribution of students in the entering class and the proportional representation from public and private schools.

Governor's Son Paid For His Education

BUTTE, Mont. — Young Tyler Cooney, twenty-year-old son of the governor of Montana, Frank H. Cooney, was one of the few students who took a prospector's course at the Montana School of Mines and made his training pay, according to a survey made by the school. Of the 100 men who took the course, ranging from nineteen to seventy-two years of age, only sixteen per cent. ever struck "pay dirt," and only three ever located worthwhile claims, the survey revealed. Young Cooney, working on his father's ranch, discovered a placer claim which already has proved profitable in operation. He will return to his "diggings" this summer.

STUDENTS ON PEACE

Poll of 730 Colleges By Disarmament Council

PROVIDENCE, R. I.—With the co-operation of the Brown University Daily Herald, here, the Intercollegiate Disarmament Council is conducting a national poll to determine how the students in 730 colleges throughout the country feel about the question of participating in war.

When the ballots are returned they will be presented to President Roosevelt and the Congress, according to an announcement by James F. Green, Yale, 1932, chairman of the council.

The ballots provide that the students may vote on one of three declarations. One declaration, similar to that recently presented for a vote by students at Oxford and other English universities, says:—

"We, the undersigned students of (name of college or university) pledge ourselves not to participate in any war, of whatever origin or nature, and to work actively for the organization of the world on a peace basis."

Another declaration is slightly modified, and is in the same form as the pledge circulated by the Brown University Daily Herald. It reads:

"We, the undersigned students of (name of college or university), pledge ourselves not to participate in any war, except in case the mainland of the United States is invaded, and to work actively for the organization of the world on a peace basis."

The third declaration is in the form of the traditional test of American citizenship, and says: "We, the undersigned students of (name of college or university), will participate in any war approved by the President and declared by Congress." However, this declaration is for statistical purposes only, to serve as a basis for comparison with the signatures beneath the other two pledges.

Ratlesnakes Put Boy Through School

LOS ANGELES, Cal. — Rattlesnakes, at one dollar a foot, are putting Lewis Fisher through Los Angeles Junior College. Last summer Fisher caught twenty-five rattlers, the longest six feet, two inches, and the net catch represented a semester's expenses. He sells his catch to professional collectors. Snakes, says Fisher, are peaceable, and will not molest you unless you get them excited. High boots are not much protection against the fangs of rattlers, he added. His emergency kit consists of a razor blade, two tourniquets and a quantity of permanganate of potash. And his hunting kit is a stick and a garbage can.

How to Educate Johnny's Parents

BOSTON.—Not Johnny's education, but that of his father and mother is to be the field of study in a special four-weeks' summer course in "Adult Education," planned for school and civic leaders throughout the entire country by the Massachusetts State Department of Education. The course will be given in Boston, beginning July 6, by E. Everett Clark, supervisor in the Massachusetts University Extension Division. It is one of fifty-seven summer courses in education just announced by the State Department of Education. The course, which will comprise twenty lectures and discussions, will be directed toward coordinating educational opportunities for adults already in existence in American communities, including evening schools and colleges, university extension courses, and the varied activities of civic groups. There will be discussions of adult learning and adult teaching techniques, supervision, administration, courses of study, educational and avocational guidance, organization of community programs of adult education, and uses of leisure.

Argentina Lacks Schools

BUENOS AIRES.—In the face of rapid progress along industrial and some other lines, elementary education in Argentina has failed to make any material gains during the last third of a century, judging from an article in a recent issue of La Vanguardia, entitled "700,000 Illiterate Children: Do We Live in an African Colony?" Quoting from the school census of 1931-1932, the writer points out that of a total of 2,164,673 children of elementary school age, 699,957 were receiving no instruction whatever. The article then recites the history of education in Argentina from 1829, when the percentage of illiterates was eighty-four, down to 1895, when it had been reduced to fifty-four, since which time it has been cut but very little, and concludes with the slogan, "Less armament, fewer churches; more schools, more teachers."

Old Teacher Back; 700 Pupils Strike

RIVERSIDE, N. J.—More than 700 pupils of the Riverside schools walked out on strike recently in protest against the return of Mrs. Marion B. Rein, principal, dismissed by the School Board in January, 1932, and reinstated by order of the Supreme Court. The pupils of the high school and the grammar school entered their classrooms, and immediately after assembly, led by the senior class of the high school, they marched out into the street in front of the adjoining school buildings. When Mrs. Rein left the school for lunch she was booed and hissed by the assembled pupils, but she smiled and waved her hand as she climbed into an automobile. Lester Drenk, president of the Board of Education, refused to intervene in the controversy. "What happens in the school is a matter for Mrs. Rein," he said. "It is in her hands." When Mrs. Rein was re-instated by the court she drew a check for $5,200 back pay. Her removal was based on charges of inefficiency and violation of the school law, preferred by Amos Henry, a former principal.

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READING INTERPRETATION EXPRESSION

From Pennsylvania comes this

"My pupils have just read DAN'S BOY, and have begged for another book like it. This story has held their interest in a way that I have never witnessed in my twelve years of teaching."

(Signed) M. M. RIEDEL,
New Hope, Pa.

THE ARLO PUBLISHING COMPANY
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Grins Between Grinds

Slowly and Bow-ly

A woman teacher, in trying to explain the meaning of the word, "slowly," illustrated it by walking across the floor.

When she asked the class to tell how she walked, she nearly fainted when a boy at the foot of the class shouted: "Bow-legged, ma'am."

• •

Explicit

Advice to the Thin:
Don't eat fast!
Advice to the Fat:
Don't eat! Fast!

• •

As the Saying Goes

A girl from a telephone exchange fell asleep while at church. The preacher, announcing the hymn, said: "Number 426." At that moment the girl awoke, and murmured: "I'll ring them again."

• •

From Any Standpoint

"I wish you'd help me with this sum, Dad," said a small boy, struggling with his homework.

"I can't, son," said Dad, from behind his paper. "It wouldn't be right."

"I don't suppose it would," said the boy, "but you might try."

• •

Resemblance

Caller—"Let me see, I know most of your folks, but I have never met your brother George. Which side of the house does he look like?"

Small Boy—"The side with the bay window."

• •

Remembering the Sabbath

The minister called at the Jones' home on Sunday afternoon, and little Willie answered the bell.

"Pa ain't home," he announced. "He went over to the golf club."

The minister's brow darkened, and Willie hastened to explain:—

"Oh, he ain't gonna play any golf, not on Sunday. He just went over for a few highballs and a little stud poker."

• •

Used to Flattery

Doctor (examining East Side brunette)—"You've got acute appendicitis."

Patient—"Don't get fresh! I came here to be examined—not admired!"